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ABSTRACT

This handbook is designed for the dual purpose of assisting local administrators in establishing and using local advisory councils and helping council members to understand their role in maintaining high-quality occupational education course offerings. Addressed in a section on establishing local advisory councils are authorization, definition, role and purpose, and function. The responsibilities of local administrators with respect to organization of a local advisory council, recruitment, selection, appointment, and orientation are outlined. Provided next are operational guidelines for the following aspects of forming and maintaining an advisory council: individual council members' responsibilities, duties and responsibilities of elected officers, education liaison responsibilities, meeting format and participation, linkage to the New York State Council on Vocational Education, implementation of a program of work, and occupational education program evaluation. Appendixes to the guide include a glossary; New York State education law on local advisory councils; sample local advisory council bylaws, agendas, and topics for a plan of work; guidelines for annual reports; and suggested ways of recognizing council members. (MN)

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LOCAL ADVISORY COUNCIL HANDBOOK

Guidelines for the Establishment, Responsibilities and Operations of Local Advisory Councils in New York State

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August 1986

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FOREWORD

A close working relationship between the education system and business and industry has always been a key characteristic of occupational education programs. It is only through working with business and industry that program operators can determine what skills students should be taught and what occupations have favorable employment opportunities. Links with the business community will become more important as education works to prepare all students for the changing economy and labor force.

At the State level, business and industry people have been involved in the restructuring of the occupational education curriculum based on future labor market needs. They will continue to be involved in reviewing curriculum and in developing standards for the testing program to guarantee that students have the skills needed to support the State's economy.

This handbook is designed for the two-fold purpose of assisting local administrators in establishing and using local advisory councils, and assisting council members to better understand their role in maintaining high quality occupational education course offerings for students. The advice received from council members can result in a significant step toward bridging the gap between the theory of the classroom and the subsequent practical application of skills as an employee.

The Board of Regents and the staff members of the Office of Occupational and Continuing Education recognize and appreciate the many important contributions provided by the members of local advisory councils.

James A. Kadamus

James A. Kadamus
Assistant Commissioner,
Office of Occupational and
and Continuing Education

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I. ESTABLISHING LOCAL ADVISORY COUNCILS (LAC)

A. AUTHORIZATION

All boards of education or trustees maintaining approved occupational education programs must appoint and maintain local advisory councils as specified in New York Education Law, Section 4601. It is the policy of the Education Department, as cited in Commissioner's Regulations Part 141.2, that Vocational Education Act funds may not be allocated to an LEA unless an advisory council is established. School districts having populations less than 125,000 may elect to use the BOCES regional advisory council to meet this requirement.

B. DEFINITION

A local advisory council is a formally organized group of individuals from various segments of the community who are selected because of their specialized knowledge to advise boards of education and/or trustees and educational personnel regarding the maintenance and development of occupational education programs and activities in relation to community and employment needs. Its members serve voluntarily for a specific period of time. Local advisory councils may be established to serve schools, community colleges, regional education agencies or a consortium composed of two or more of these agency types.

C. ROLE AND PURPOSE

The principal role of the local advisory council is to serve as a link between the educational agency providing occupational programs and the business and industrial community. This linkage is needed for the purpose of maintaining, developing, improving and expanding occupational education programs designed to prepare secondary, postsecondary and adult students with the skills necessary to become employable and productive citizens. The council provides information to occupational education personnel concerning current and future occupational needs in the community so that relevant programs and services can be provided.

D. FUNCTIONS

It is the responsibility of the council to advise the local school board or other governing board(s) on the development and maintenance of occupational education programs and in the establishment of policy. This includes the review of long term and annual program plans submitted to the Commissioner of Education and assistance in the annual evaluation of occupational education programs, services and activities provided by the governing board(s).

While keeping in mind that the council's mandate is to advise, the local advisory council may address the following activities:

Relationship to Local Education Agency (LEA)

1. Assist in the evaluation of occupational education programs, services and activities, and in the publication and dissemination of the results.
2. Publicize the efforts of local boards of education and/or trustees, businesses, labor and professions to provide occupational education programs which meet students' needs, and which provide favorable employment opportunities.

3. Advise occupational education personnel of technological developments that will affect programs and local manpower needs.

4. Provide information which will assist educators in the selection, development and termination of occupational education program(s).

5. Participate in the planning of facilities and the acquisition of equipment.

6. Be involved in the development of all project proposals for Federal or State funding.

7. Work with policy makers at the school and community level to improve the quality of occupational education.

8. Work to see that council resolutions are implemented whenever possible.

9. Prepare a summary report identifying the significant activities accomplished during the school year and the unfinished business to be completed the subsequent school year.

10. Assist with occupational education students' recruitment, selection and placement.

11. Support student organizations.

12. Assist occupational teachers in their professional growth.

13. Help ensure access to all students, including those with special needs.

14. Review local budgets for vocational education.

15. Meet annually with local boards of education, (BOCES, LEA, etc.) to present recommendations.

16. Assist in the selection of consultant committee representatives for specific occupational fields.

17. Help find work experience sites and speakers for classroom training programs.

Relationship to Local, Community, Regional, State and Federal Agencies

1. Communicate with the New York State Council On Vocational Education (NYSCOVE) on the effect of State and Federal policies on local occupational programs.

2. Serve as a liaison between the community and the schools.

3. Provide and assist in public relations efforts.

4. Evaluate and publicize the council's efforts.

5. Become familiar with the occupational education programs available in the school(s) being advised and in other areas of the community.

6. Identify local job opportunities, and the community's occupational needs.

7. Provide a forum where labor organizations may provide input to the council.

8. Conduct community forums on occupational education.

9. Promote cooperative relationships with other institutions and agencies which will result in eliminating duplication of efforts in occupational education.

10. Coordinate the council's efforts with those of other councils and with the Regional Education Centers for Economic Development established by the State Education Department.

11. Become familiar with local, State and national legislation regarding occupational education.

12. Meet annually with community boards.

13. Participate in the Association of Local Councils on Vocational Education (TALCOVE).

14. Coordinate program planning with the area Private Industry Council (PIC) to meet the needs of disadvantaged persons under the Job Training Partnership Act (JTPA).

II. RESPONSIBILITY OF LOCAL ADMINISTRATORS

A. ORGANIZATION OF A LOCAL ADVISORY COUNCIL

It is mandated that all boards of education or trustees maintaining approved occupational education programs appoint and maintain an advisory council for occupational education. This council must consist of at least ten members (excluding school district employees). The board may appoint members to the advisory council from nominations made by school administrators or selection committees, or at its direction, the occupational administrator or his/her designee may establish the council. Ideally, the local advisory council should be in place before the first occupational education program is established and the occupational administrator is selected. An educational agency with occupational education programs already established without the services of an advisory council should take steps to organize one.

The occupational administrator is responsible for analyzing and determining the most effective way to use this resource. In the following paragraphs, a discussion of the processes of recruitment, selection, appointment, and orientation of council members is presented.

B. RECRUITMENT

The effectiveness of any advisory council will be determined by its membership. Therefore, the following steps are recommended to secure productive, interested, and enthusiastic council members:

1. The occupational administrator should **identify** a pool of candidates by listing businesses and industries in the community and organized groups which represent occupational education, special education, minorities, special interests, and students within the employment community. Possible resources, include the telephone directory, the Chamber of Commerce, the Regional Education Center for Economic Development, the Industry/Labor/Education Council, the Private Industry Council, employers who have hired recent graduates, and other such sources as might be available.

2. The top administrator should **review** the **names of all prospective members.** This is necessary since the success of the council depends on the confidence that the top administrator has in the council members. This will influence the amount of cooperation to be received from the top administrator in implementing the recommendations of the council.

3. **Approach** each **prospective member's supervisor** and explain to him/her the purpose of the council and ask for his/her support in cooperating with the employee if the individual is invited to serve on the council. Eliminate from the list those individuals who do not have the endorsement of their supervisors.

4. **Approach** the **prospective members** whose names remain on the list, explain the purpose of the council, its importance and ask them if they would be willing to serve on the council. Mention the approximate number of meetings per year, their approximate duration, and the responsibility and importance of attending meetings. Also, provide them with evidence of the Council's accomplishments, if available.

C. SELECTION

1. **Select a minimum of ten (10) persons** from the remaining prospective members to serve on the council. The membership selected shall include, but not be limited to persons who: a) are familiar with occupational needs and problems of management and labor in the region; b) represent each occupational education program at the secondary, postsecondary and adult levels; c) are familiar with the work force needs and requirements of the community; d) are familiar with the special education needs of the physically and mentally handicapped; e) are representative of community interests, including persons familiar with the special needs of the population to be served; f) participate in an occupational education program as a student in the school(s) being advised. Persons should be selected who are competent in specific areas they are chosen for and represent; have the respect and confidence of their peers and community and have adequate time to serve on the council. Council members should also represent a cross section of organizations, institutions, geographic areas, employees in the community, social and ethnic groups, age groups and sexes.

2. **Make a personal visit** to each of the selected members to invite them to serve on the council. Do an informal survey to determine the time, day and part of the month that is best suited for holding meetings. Inform the prospective members that they will receive a letter of invitation, and a letter of appointment after the school board's action.

3. **Send a letter of invitation,** signed by the chief education administrator to each prospective member.

D. APPOINTMENT

1. When the prospective member responds positively, in writing, he/she should be given a formal appointment. **A letter of appointment** signed by the president of the local board of education should be sent to each prospective member of the council.

2. The suggested **length of an appointment** for council members is three years. These appointments should be staggered so that one-third of the council would be replaced every year. This procedure ensures continuity in the work performance

of the council. When forming a new council, one-third of the members should be appointed for one year, another one-third for two years, and the remaining one-third for three years. Thereafter, each appointment should be for three years. Members may be reappointed for a new term when their terms expire. Although this is an accepted practice, it should not be overused.

3. A council member should make a committment to **serve the full term** of the appointment. In case a council member finds it necessary to end his/her services, resignation should be submitted to the appointing board.

E. ORIENTATION

New members should receive an initial orientation, preferably through a personal visit, but a letter or telephone call is acceptable. This should be followed by a group orientation for new members. Each new member should receive an advisory council handbook and be given an explanation of the following information:

1. A brief historical review of the school(s) and the occupational education programs being offered.
2. A statement of the philosophy of the school(s) and each occupational education program being offered.
3. Organizational charts for each school being served with personnel assignments.
4. The role, purpose, duties and functions of the council, including members' responsibilities.
5. The relationship of the council to the local board of education, the New York State Council on Vocational Education and the State Education Department.
6. The council's operating charter, i.e., authorization from the board of education.
7. The council's membership roster.
8. The latest accomplishments of the council.
9. Fiscal information pertinent to member's involvement in council activities; e.g., travel reimbursement.
10. A tour of the facilities, if possible.

III. OPERATIONAL GUIDELINES FOR LOCAL ADVISORY COUNCILS

A. INDIVIDUAL COUNCIL MEMBER'S RESPONSIBILITIES

The council should set its own operating rules (See Appendix C). These rules should include and clearly specify duties and responsibilities of all members and officers chosen to serve definite functions. (Education liaison(s) serve on the council in an ex-officio capacity.)

Among the duties of the council members are:

1. Attend all meetings and participate in discussions.
2. Serve on subcommittees when requested.
3. Study problems to be discussed by the council prior to the council meeting.
4. Respect the rights of fellow council members by not reporting or discussing their opinions outside the council.

B. DUTIES AND RESPONSIBILITIES OF ELECTED OFFICERS

Chairperson

The council chairperson should be elected by the council membership and should be a lay person from the community. In a newly appointed council, representing a cross section of the community where members may not know each other, the local school administrator may recommend a specific member to be elected for the first year.

Among the duties of the council chairperson are:

1. Preside over all meetings of the council.
2. Encourage a relaxed atmosphere conducive to productivity.
3. Plan meetings to be productive and rewarding to each committee member.
4. Prepare the meetings' agendas with the advice of the council members and in consultation with school administrators.
5. Assure that all items listed on the agenda are acted upon.
6. Appoint committees which may include persons other than council members for special purposes.
7. Assign members to represent the council on various boards, such as the Private Industry Council, Industry Labor/Education Council, etc.
8. Assist in securing the implementation of resolutions.
9. Secure the assistance necessary to assure the council's effectiveness.
10. Sign all meeting announcements, notices and other information sent to council members, school administrators and others who must be informed of council activities. All materials sent out by the council should be sent on official council stationery.

11. Coordinate the efforts necessary to convince appropriate board members, school administrators, faculty and staff, and students to implement the council's recommendations.

12. Represent the council at official functions and meetings.

13. Solicit input from consultant committees.

Vice-Chairperson

The vice-chairperson assists the chairperson in carrying out his/her duties and performs the chairperson's duties in the chairperson's absence. In addition, he/she should chair a committee representing all standing committees conducting business for the council. The vice-chairperson of the council should be elected by the council's membership and should be an individual who has the ability to carry out the duties and functions of the chairperson.

Secretary

The duties and functions of the council's secretary are extensive and vital to the council's success. If the council does not have its own support staff, the secretary must work closely with the educational liaison to secure the school's or instructor's assistance. The person who serves as secretary must have the time to do whatever is necessary to make the council's information processing successful. He/she should be from outside the school(s) being advised and must be elected by the council's membership. Among the duties of the office are:

1. **Preparation and mailing of announcements,** minutes, and other information to council members, schools administrators, board members, NYS/COVE liaison and other appropriate individuals. All materials should be neatly typed and free of grammatical, punctuation and typing errors.

2. **Preparation of meeting announcements.** Prompt, clear announcements of the meetings are very important.

3. **Organization and dissemination of the minutes.** Feedback following the meeting is essential. Immediately after the minutes of the meeting have been taken, the secretary should review and organize them including any additional materials. Arrangements should be made for these materials to be typed and reproduced for dissemination. The minutes should be proofread by the secretary prior to dissemination. It is important to maintain a file of the minutes for reference. The council's file should be maintained at a central place which is accessible to council members.

4. **Preparation of program description(s).** It is essential that, at least once a year, the secretary secure from the educational agency information to clarify the objectives and problems, if any, of the program(s) under advisement.

C. EDUCATION LIAISON RESPONSIBILITIES

Each educational institution being advised by the council should have at least one representative attending the council's meetings in an ex officio capacity. The representative has the responsibility of informing and orienting the council about the school's philosophy, goals and functions. He/she serves as the liaison between the school and the council and must assist the council to assure its success.

D. LOCAL ADVISORY COUNCIL (LAC) MEETING FORMAT AND PARTICIPATION

Productive local advisory council meetings are the result of careful planning and expert guidance. The chairperson's objective should be to make the meeting as effective as possible for reaching joint decisions and solutions.

Attendance at Council Meetings

The appointed council members, the education liaison(s), and invited representatives from school consultant committees and other specialists should attend the council meetings. There should be a policy regarding attendance and allowed absences for regular members of the council. In some instances, the board of education may assign one member to attend the council meetings. School officials should be invited to the first meeting of the year to welcome council members and to other meetings when the discussion of an issue requires board and/or chief administrator support or input.

Suggestions for First Meeting

Since the first meeting tends to influence all future committee meetings, it is especially important that it be properly planned. The chairperson must be ready to serve as a leader for the meeting.

The chairperson should briefly discuss the philosophy of the school(s) being advised, the functions and achievements of the advisory council, and the importance of cooperation between the community at large and the school(s). The first meeting provides an opportunity for the top school administrator(s) or board chairperson to welcome the council members, to thank them for their cooperation, and to express views on the functions of the council. These should be congruent with the functions mentioned in the handbook. Election of officers should be conducted during the first meeting of the year, together with a tour of facilities.

Notification of Meetings

Although the number and dates of the meetings should be set for the entire year, each council member should be sent a meeting notice early enough so that he/she can prepare for the meeting. The date, time, place and purpose of the meeting should be clearly identified and the agenda for the meeting should be included. The agenda is generally prepared by the chairperson with the assistance of the education liasion. (See Appendix D.) Every member should be informed and should receive any data or special materials which should be reviewed prior to the meeting. If possible, the members should be reminded by telephone the day before the meeting and told approximately how long the meeting will last.

E. LINKAGE TO NYSCOVE

The purpose of the New York State Council on Vocational Education (NYS/COVE) is to provide guidance to the Board of Regents on ways of making vocational education in the Empire State better. Appointed by the Regents in accordance with federal law (Carl D. Perkins Vocational Education Act of 1984) members are especially concerned with programs which are supported with federal funds.

Over the years, the Council's recommendations have included a redefining of vocational education, greater flexibility in student programming, cooperation between academic and vocational teachers, increased publicity, and making vocational education available to all who can benefit from it. Additional recommendations have dealt with vocational planning, up-to-date reporting systems, funding, guidance, counseling, teacher education, private vocational institutions, career education, student organizations, and local advisory councils. A number of these recommendations have been adopted by the Regents.

In addition to recommendations to the Board of Regents, NYSCOVE provides several services to local advisory councils in school districts and two-year colleges to help them carry out their advisory responsibilities. One is a periodic conference, cosponsored by the State Education Department, which focuses on those needs and issues local councils have identified as most important. A summary report of the conference is sent to the participants and other leaders throughout New York State. Another important service which NYSCOVE provides is the assignment of a State Council member to attend LAC meetings, to observe and discuss LAC concerns and to report back to the NYSCOVE. Upon request from LACs or LEAs, NYSCOVE can provide other technical assistance.

NYSCOVE believes that recognition of the LACs' accomplishments is vital; therefore, each year it makes an award to an outstanding local council. Other awards recognize the contributions of large businesses, labor organizations, small businesses, and vocational students.

To foster a good working relationship, each LAC is asked to provide the NYSCOVE with:

- o its needs for technical assistance
- o specific concerns and successful activities
- o names/addresses of chairpersons so that mailings may be direct
- o copies of annual and other special reports
- o its recommendations for awards in the LAC recognition program for local councils, businesses, labor organizations, small businesses, and outstanding students.
- o information on participation in local program evaluation

F. IMPLEMENTATION OF A PROGRAM OF WORK

A three-year plan of work for the council is recommended. (See Appendix F.) In order to carry out the plan, it is suggested that local advisory councils meet monthly on a consistent basis (e.g., last Monday of the month from 9:00 to 10:30 a.m.). One or two major themes should be discussed in each meeting. Problems that need prompt solutions may be resolved by a telephone call or a personal visit from the school representative to council members. The council's major themes to be discussed may include:

1. Assessment and forecast of occupational education needs and the dissemination of information resulting from such assessments and forecasts.
2. Assessment of occupational education programs and services available and the dissemination of information resulting from such assessment.
3. Planning, development and implementation of sound occupational education programs and services.

4. Articulation of occupational education programs and services among institutions.
5. Coordination of community resources and services.
6. Review of applications for Vocational Education Act funds.
7. Review of annual and long-range occupational education plans and annual occupational program evaluation.
8. Review of recommendations of consultant committees and subcommittees.
9. Strategies to lobby for occupational education causes.
10. Analysis of equipment needs and facilities for occupational programs.
11. Promotion of student work experience and placement activities.
12. Advice on programs for persons with special needs.
13. Advice on relevancy of courses and curriculum.
14. Integration of occupational and academic skills and programs.
15. Presentation to public about the availability and benefits of Occupational Education.

Based on the plan of work, a position should be reached for each item which is discussed. The chairperson should close off discussion of those items for which the committee cannot reach a decision in a reasonable time. A subcommittee, or ad hoc committee, should be formed to obtain enough data to reach a recommendation for each such item. The recommendation from an ad hoc committee should be announced at the next council meeting. The secretary should assist all ad hoc committees to be sure they accomplish their mission within the given time.

All of council's recommendations should be prepared in writing and submitted to the appropriate persons or board(s) and included in the annual advisory council's summary report. Recommendations must be specific and measurable. Recommendations such as: "The council recommends a decrease in the number of students in the Auto Mechanics program", should be avoided. A decrease of one or two students in such program would comply with the specified recommendation but may not meet its intent. To avoid this type of misinterpretation, the recommendation should specify the number of students that should be dropped from the program.

All recommendations should specify what will be implemented, who will implement it, what is the minimum standard expected, and under what conditions. For example, the above stated recommendation would read, "The Monclair School District's Local Advisory Council for Occupational Education recommends that the Monclair Senior High School decrease its Auto Mechanics program from 30 to 15 entering students by the Spring of 1986." This recommendation is now measurable and the council may now evaluate its implementation. It is also vital that each recommendation be supported by a rationale statement.

Every council recommendation should be considered for implementation by the agencies being advised. In those cases where the implementation is not possible, the council should request a prompt explanation (which should be entered into the council's minutes) by a school official detailing the reasons for not implementing the recommendation. It is a good practice that periodically the council members visit the school(s) being advised and see the implementation of their recommendations.

G. OCCUPATIONAL EDUCATION PROGRAM EVALUATION

It is the responsiblity of the local advisory council to assist with an annual evaluation of occupational education programs, services and activities provided by the educational institution. Such evaluation may involve the use of consultants, employers directly served by the occupational education program, occupational education staff, and others. Part-time, temporary consultant support and clerical assistance may be provided by the board of education within the provisions of Education Law.

One method which an advisory council can use for carrying out its evaluation responsibilities is to join with school personnel as they implement the Statewide Occupational Education Evaluation System. Under this System, districts evaluate all of their occupational education programs over a three- to five-year period. It is a self-evaluation in which local agencies assess their occupational education programs and establish needs that will lead to improvements. The assessment is carried out by appraisers both external and internal to the agency. The appraisers are encouraged to make suggestions that will lead to program improvement. External appraisers may include members from the advisory council or consultant committees, representatives of business and industry, or other appropriate people.

Some of the ways in which the advisory council might participate in the district's program evaluation are as follows:

1. Assist the district in establishing a schedule for evaluating all of the district's occupational education programs over a three- to five-year period.
2. Provide advice about the expectation statements (performance standards) set by the district.
3. Have individual council members serve as external appraisers.
4. Assist the district in identifying other external appraisers.
5. Review draft reports of the evaluation and provide comments to the district.

APPENDICES

APPENDIX A

GLOSSARY OF TERMS

Ad Hoc Committee - A committee formed to solve a specific problem. Once the problem is solved, the committee is abolished.

Board of Education - The policy-making body charged by law with the responsibility of the administration and operation of a local school district.

Board of Regents - Serves as the State Board of Vocational Education. It prepares and submits the State Plan to the Federal Government. It also approves and distributes federal funds to vocational education programs in the State.

Carl D. Perkins Vocational Education Act (VEA) - The most recent federal law passed which amends the Vocational Education Act of 1963 until the present.

Consultant Committee - Advises the person or persons in charge of a specific occupational education program, trade or department on matters regarding the program; may be called Craft Advisory Committee, Department Advisory Committee, Occupational Advisory Committee or Trade Advisory Committee.

Curriculum Advisory Committee - A committee that concentrates its advice on matters dealing with curriculum.

Eligible Recipient - A local educational agency or postsecondary educational institution which offers an approved program of occupational education that is eligible to receive federal funding.

Job Training Partnership Act (JTPA) - A federal act which authorizes and funds a series of local programs to train low-income, disadvantaged persons for employment.

Local Advisory Council- Advises the top administrators in the requirements for programs needed in the community, and the priorities that each of these programs should have.

Local Education Agency (LEA) - Local school operated by a board of education that has administrative control and direction of occupational education programs along with other educational responsibilities.

New York State Council on Vocational Education (NYSCOVE) - A group of individuals appointed by the Board of Regents to advise them on overall occupational education programs in the State.

New York State Plan for the Administration of Occupational Education - A document containing a three-year and an annual plan of projected procedures and goals for occupational education submitted by the Board of Regents to the federal government. Once this document is approved by the federal government, it serves as a basis of understanding for cooperation between the state and federal governments and provides guidelines for the administration of vocational education grants in conformity with minimum federal standards.

Vocational Education - Organized educational programs which are directly related to the preparation of individuals for employment, or for a career requiring other than a baccalaureate or advance degree. (Synonymous with Occupational Education.)

APPENDIX B

NEW YORK STATE
EDUCATION LAW ON LOCAL ADVISORY COUNCILS

New York Education Law (S 4601)

Advisory Councils

1. The board of education of each school district and of each board of cooperative educational services maintaining an approved occupational education program shall appoint an advisory council for occupational education consisting of at least ten members. The membership shall include, but not be limited to, persons:

   a) familiar with the vocational needs and problems of management and labor in the region;

   b) familiar with programs of occupational education at the postsecondary and adult levels;

   c) familiar with the personnel needs and requirements of the region to be served;

   d) familiar with the special educational needs of the physically and mentally handicapped;

   e) representative of community interests, including persons familiar with the special needs of the population to be served;

   f) enrolled as occupational education student.

2. It shall be the duty of such advisory council for occupational education to advise the board of education or board of cooperative education on the development of and policy matters arising in the administration of occupational education, including the preparation of long-range and annual program plans submitted to the Commissioner of Education and assist with an annual evaluation of occupational education programs, services, and activities provided by the school district or board of cooperative education.

3. Advisory councils may appoint consultant committees representative of specific occupational fields to assist in the work of the council and the board of education or board of cooperative education services with respect to planning, development and requirements for establishment of new programs or evaluation and revision of existing programs.

4. The board of education of any school district or the board of cooperative education services may employ such professional, technical and clerical personnel as may be necessary to enable the advisory council to carry out its functions specified in this section.

APPENDIX C

SAMPLE LOCAL ADVISORY COUNCIL BYLAWS

I. Officers

The officers will consist of a chairperson, vice-chairperson, and a secretary. These officers will be elected annually by the council and together will constitute the Executive Committee.

II. Subcommittees

A. Subcommittees may be established and discharged by a majority of the council.

B. Subcommittees may be ad hoc or continuous in nature depending on the subject or concern.

C. Each subcommittee shall elect its own chairperson and secretary.

D. The subject or field of activity will be specified by the council.

E. The subcommittee may be of any size appropriate to its function. Membership may consist of students, lay citizens, and school employees. One member of the subcommittee also shall be a member of the council and serve as its chairperson.

F. A consultant from the school system shall be appointed by the school administration at the request of the council to meet regularly with the subcommittee. Special consultants may be enlisted pending approval by the council.

G. Subcommittees shall report regularly to the council.

III. Program

A. The council will plan and operate under an annual program of work. Topics, goals, objectives and expected outcome will be included in the program.

B. The program of work for each ensuing year will be discussed during the _____ (month) meeting each year.

C. Proposals by the members will be considered by the Executive Committee, which will formulate a proposed annual program to be presented to the council during the _____ (month) meeting for its action.

IV. Meetings

A. The annual program of work will indicate the regular meetings to be held.

B. At least _____ meetings will be scheduled each year.

C. Special meetings may be called, or regular meetings may be cancelled by a majority vote of the council or by action of the Executive Committee.

D. The Executive Committee, in consultation with the school administrator, will be responsible for planning the agenda of individual meetings.

E. Individual meeting agenda will be provided at least two weeks in advance of each meeting.

F. Each meeting will begin at the announced time and will continue for no more than _____ hours.

G. Discussion leading toward a consensus of the members will be the prevailing procedure in council meetings. Parliamentary procedure will be used when a decision of the committee is to be recorded or transmitted.

V. Responsibilities of Members

A. Each member is expected to attend meetings regularly, participate in discussion, and serve on affiliated subcommittees when requested.

B. Each member is expected to study carefully a problem which comes before the council before committing him/herself to a final conclusion.

C. Each member is expected to respect the rights of fellow members by not reporting or discussing the opinions of other members outside the committee.

The opinions and conclusions of the council on which there is a consensus may be discussed informally. Publicity may be handled through the education agency's administration office on authorization of the council and the agency's chief executive officer.

VI. Loss of Membership

Members who fail to attend _____ consecutive meetings automatically lose their membership unless they present reasons for their absences which are acceptable to the Executive Committee.

VII. Use of Consultants

The council recognizes the need of additional knowledge and assistance and will make use of regular and special consultants from within and without the local school system as is appropriate. Paid consultants must be approved by the school board.

APPENDIX D

SAMPLE MEETING NOTICE

March 7, 1985

Ms. Oakley Coleman
Production Manager
Victoria Tools and Dies
5042 Liberty Avenue
Whitestone, New York

Dear Ms. Coleman:

The Local Advisory Council will hold a meeting at the Whitestone Area Occupational Center, 15 Reinaldo Road, Whitestone, New York, faculty lounge on Monday, April 8, 1985, from 9 A.M. to ___.

The agenda for the meeting will include action on occupational education proposals and coordination of community resources and services. Copies of the occupational proposals are being sent to you for your review prior to the April meeting.

I look forward to seeing you at this meeting.

Sincerely yours,

Jason T. Williams, Secretary
Local Advisory Council

JTW:ckb

APPENDIX E

SAMPLE AGENDA

The Whitestone Area Occupational Center
Whitestone, New York

AGENDA

Local Advisory Council Meeting

Monday, September 10, 1985

Faculty Lounge

9:00 A.M. Meeting Called to Order ..... Chairperson

1. Introduction of all members ..... Chairperson
2. Welcome and brief review of the school and occupational programs.. T. Coleman
3. The relationship of the council to the occupational programs ..... T. Coleman
4. Organization of the council (first meeting of the year) ..... Chairperson
   a. Selection of chairperson, vice-chairperson, and secretary.
   b. Adoption of rules listed in the advisory council handbook to govern the conduct of the meetings.
5. Reading of minutes of last meeting ..... Secretary
6. Reading of communications ..... Secretary
7. Reports of subcommittees
8. Specific topics for discussion
   a. Review and update standards for entering occupational education programs
   b. Establish cooperative education programs
   c. Establish scholarship fund
9. Adjournment: 11:30 A.M.
10. Tour of the school with particular attention paid to occupational education programs.

APPENDIX F

SAMPLE TOPICS FOR PLAN OF WORK

A. ASSESS OCCUPATIONAL EDUCATION NEEDS

1. Community Surveys
2. Students' Needs Surveys
3. Schools' Surveys

B. ASSESS THE AVAILABILITY OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

1. Public Secondary Schools
2. Postsecondary Institutions
3. Private Schools
4. Private Industry
5. Apprenticeship Programs
6. Correctional Services
7. Personnel Training Programs
8. Other Agencies

C. CONDUCT OCCUPATIONAL EDUCATION HEARING

1. Labor Organization
2. Consultant Committees
3. Public at Large
4. Other Community Groups

D. DISSEMINATE OCCUPATIONAL EDUCATION FACTS

1. NYS/COVE Members
2. Board of Education Members
3. Administrators
4. Faculty Members
5. Staff Members
6. Community Leaders
7. Professional Associations
8. Parents
9. Public at Large

E. ASSIST IN THE PLANNING, DEVELOPMENT, AND IMPLEMENTATION OF PROGRAMS AND SERVICES

1. Coordinate Consultant Committee Efforts
2. Projected Future of Occupational Education
3. Advise on Impact of Other Schools' Policies

F. WORK WITH CONSULTANT COMMITTEES IN ARTICULATING PROGRAMS AND SERVICES

1. Secondary Public Schools
2. Postsecondary Institutions
3. Private Schools
4. Private Industry
5. Apprenticeship Programs
6. Correctional Services
7. Employment Training Programs
8. Other Agencies

G. COORDINATE COMMUNITY RESOURCES AND SERVICES

1. Regional Educational Center
2. Private Industry Council
3. Industry Labor/Education Councils
4. Social Services Agencies

H. REVIEW OCCUPATIONAL EDUCATION PROPOSALS FOR FUNDING

1. School A, B, C, etc.

I. REVIEW ANNUAL OCCUPATIONAL EDUCATION PLAN

1. School A, B, C, etc.

J. REVIEW LONG-RANGE OCCUPATIONAL EDUCATION PLAN

1. School A, B, C, etc.

K. REVIEW ANNUAL OCCUPATIONAL PROGRAM EVALUATION

1. School A, B, C, etc.

L. CONDUCT PUBLIC RELATIONS ACTIVITIES

1. Radio and Television Campaign
2. Written Media Campaign
3. News Releases
4. Public Hearings
5. Public Speaking Engagements

M. LOBBY FOR OCCUPATIONAL EDUCATION

1. Boards of Education
2. Local Leaders
3. Local Legislators
4. State Legislators
5. State Hearings for Occupational Education
6. Public at Large

N. ASSIST CONSULTANT COMMITTEES WITH STUDENTS' NEEDS

1. Recruitment
2. Selection
3. Placement
4. Student Clubs
5. Cooperative Education Programs
6. Promoting Excellence

0. ASSIST CONSULTANT COMMITTEES WITH TEACHERS' NEEDS

1. Obtain Teachers' Input
2. Lobby for Teachers' Causes
3. Promote Teachers' Upgrading
4. Promote Excellence in Teaching

P. CONDUCT COUNCIL'S SELF-EVALUATION

1. Identify Accomplishments
2. Identify Unfinished Business
3. Write Summary Report
4. Publicize Council's Accomplishments

APPENDIX G

GUIDELINES FOR ANNUAL REPORTS

The required annual report should contain:

1. A copy of the board of education resolutions appointing new, additional, replacement, or extended term members to the local advisory council for occupational education.

2. Minutes for all the local advisory council meetings in chronological order with attendance recorded and the recommendations presented by the local advisory council to the board of education underlined in red.

3. Indications that the local advisory council assisted with the evaluation of occupational education programs, services and activities: identifying those portions of the occupational education program, which had been evaluated using consultant committees or local advisory council assistance. Copies of the evaluation reports and the resulting recommendations should be appended to the report.

4. A list of consultant committees with their respective members, the members employment titles and addresses and an inventory of all courses which do not have consultant committees.

5. A list of the dates of the local advisory council meetings: in those cases where the council serves a BOCES, indicate the dates on which actions were taken for each district served.

6. The dates of council meetings in which VEA project proposal consultations took place.

7. The time, dates, and location of scheduled council meetings for the succeeding calendar or school year immediately following the reporting date.

8. The identification of areas of unfinished business to be completed the subsequent year.

9. A list of the official local advisory council members in alphabetical order.

10. A copy of this report, following the guidelines established by the State Education Department, should be submitted to the Assistant Commissioner for Occupational and Continuing Education.

APPENDIX H

RECOGNITION OF COUNCIL MEMBERS

The local school board should express recognition for the time, effort and expertise given by council members. Recognition can be expressed in many ways. The following paragraphs contain suggestions to be considered for recognizing advisory council members.

1. Resolution of Appreciation: A resolution of appreciation is a letter which lists the names of all council members and is signed by the board chairperson from the school benefiting from the council's guidance and advisement. It should be framed or suitable for framing.

2. Certificate of Appreciation: Schools often award framed certificates of appreciation to each council member who has completed his/her service with the council. Also, to commemorate the event, a framed picture of the council member could hang in school facilities.

3. Letter of Appreciation: A letter of appreciation from the school official or board chairperson may be given to the council or to a member for special efforts on the part of the council or council member.

4. Letter to Council Member's Supervisor: A letter to the council member's immediate supervisor signed by the principal/superintendent is one of the most effective means of recognizing the member. A copy of this letter should be sent to the council member(s) being recognized.

5. Recognition by School Director or Board Chairperson: The highest ranking school official can give recognition for the services of a council by attending the meetings occasionally and by personally acknowledging the efforts of the council members.

6. Annual Local Advisory Council Handbook: All occupational schools having local advisory councils should develop a handbook and update it annually. The handbook serves as a means to recognize the important and valuable assistance that council members provide to the school(s).

7. School Catalogs: Some occupational schools have a school catalog. It is appropriate to give recognition to the council members by printing their names in the catalog.

8. Invitations to School Functions: All council members should be invited by the school(s) administration(s) to attend school functions, and to observe programs which demonstrate that their recommendations are being implemented.

9. Parking Privileges: Letters announcing council meetings should contain parking instructions and a permit to park in a particular area. A windshield sticker could also be used. It should be valid for one year and permit the council member to park anywhere on campus at any time.

10. News Releases: Local news releases which praise council members and their organizations, institutions or groups for their cooperation and accomplishments are another way of expressing appreciation to council members. Periodical news releases of the council's activities and recommendations could be an effective way of rewarding council members and promoting occupational programs.